PRAIRIE WEST REGIONAL COLLEGE

2002 - 2003

Annual Report

I. Vision/Mission Statement

- **The vision/mission of Prairie West Regional College is to be the single point of entry for adult learning opportunities in west central Saskatchewan.**

The values of Prairie West Regional College: Quality; Accessibility; Supportive to the health and development of rural Saskatchewan; and, Accountability, are reflected in its goal statements:

- ✓ *Ensure learners participate in quality programs and services*
- ✓ *Offer programs and services that are accessible for learners*
- ✓ *Be a catalyst for social and economic development in west-central Saskatchewan*
- ✓ *Maintain a high quality, sustainable institution*

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II.(a) Letter of Transmittal

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❑KINDERSLEY
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❑OUTLOOK
104 Saskatchewan Ave.
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S0L 2N0
Phone (306) 867-8857
Fax (306) 867-8722

❑ROSETOWN
1005 Main Street
Box 610
S0L 2V0
Phone (306) 882-4236
Fax (306) 882-2262

❑WARMAN
520 Central Street
Box 1001
S0K 4S0
Phone (306) 242-5377
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December 17, 2003

Honourable Andrew Thomson, Minister
Saskatchewan Learning
Room 340, Legislative Building
Regina, SK S4S 0B3

Dear Minister Thomson:

On behalf of the Board, I am pleased to present the Annual Report for Prairie West Regional College for the fiscal year ended June 30, 2003.

2002 – 2003 was another successful year for the College. The support received from the province enabled us to continue to provide high quality programs and services to the adult population throughout west central Saskatchewan.

The College staff has accomplished noteworthy achievements during 2002 – 2003 and the Board looks forward to further success in 2003 – 2004.

Sincerely,

Ellwood Fleming, Chairperson
Prairie West Regional College

II.(b) Board's Report

Each year the Board of Prairie West Regional College engages in a planning process to articulate its mission, goals, and objectives for the upcoming year. Prior to the beginning of the 2002–03 year, the board and staff decided on a combination vision/mission statement that: Prairie West Regional College is the single point of entry for adult learning opportunities in west central Saskatchewan. To accomplish its mission, the college articulated the following goals:

- Ensure learners participate in quality programs and services
- Offer programs and services that are accessible for learners
- Be a catalyst for social and economic development in west-central Saskatchewan
- Maintain a high quality, sustainable institution

Then, within the context of the goals, the college identified key priorities for action during the 2002-03 year, as follows:

- Technology Enhanced Learning (TEL): Use technology to enhance existing education and training opportunities and to increase access to learning opportunities through technology. Develop capacity and expertise in the use of learning technologies. There will be a focus on developing technology learning centres.
- Aboriginal Participation: Engage aboriginal students, organizations, and institutions in training within the Prairie West region.
- Community Development: Provide programs and services and work with community partners to support economic and social development of rural Saskatchewan.
- Planning and Reporting: The college will be pre-occupied with planning during 2002 – 03 to decide how to accommodate the imminent funding shortfall in 2003 – 04 and beyond, yet continue to provide effective service to the region. The college will also be working to effectively report its activities within the accountability framework provided by the department

I am pleased to report that the college was very successful in accomplishing its stated goals during the year. All the objectives were met in a reasonable fashion.

The Board and I would like to thank the myriad of stakeholders who contributed to the continuing success of Prairie West Regional College, including the individuals and the communities within the geographic region served by the college, business and industry partners, public organizations and institutions, and the provincial Department of Learning. It is the active interest and involvement of all these stakeholders that make the college relevant, responsive, and meaningful to the region.

II. (c) Chief Executive Officer's (CEO) Report

Prairie West Regional College (PWRC) is pleased to provide this report of its programs and services activities for the year July 1, 2002 to June 30, 2003.

The college offered 762 programs in which there were 5,969 registrations, and another 3,985 registrations accessing other services, primarily career and student services, for a total of 9,954 registrations. The college emphasized offering education and training leading to employment by offering full-time and part-time technical programs; basic education and related programs and services; university programs; short-term business and industry courses; community education courses; and career and student services support for students and the general public.

The college engages in many activities that are not captured in statistical tables. For example, college staff routinely engages in economic and community development activities through active participation in community organizations, lending their support and expertise wherever possible.

The college has five campus locations in Biggar, Kindersley, Outlook, Rosetown and Warman. The campuses are run by 28.88 full-time equivalent administrative staff; and approximately 400 instructors and individuals who provide instruction through service contracts.

The college engages in a needs assessment process each year to ensure that programs and services are offered to meet the needs of students and employers in the region. Consultations are carried out with all education and training stakeholders, including public and private organizations, and the general public. The needs assessment process combined with an annual strategic planning process undertaken by the board and staff, ensure that the college is offering a combination of programs and services that will best serve its clients. The planning process culminates in the articulation of the college's direction and detailed plans for the upcoming year in the annual Business Plan document.

The college was successful in meeting its goals as evidenced by the satisfaction expressed by clients and the progress those clients achieved in meeting their career development goals. Satisfaction surveys are administered to all college students: 98% responded that their course(s) and instruction were satisfactory. Of the students graduating from credit programs, 88% were employed or in further training within six months of graduation. Performance measures and outcomes from 2002-03 activities are summarized in the Strategic Plan & Performance Measures Chart (pp 44 to 47).

Demand for full-time and part-time institute credit skill courses continued to be strong in 2002-03. The college offered 170 of these programs and courses to 1,486 registrants. Most of the part-time programs are planned so students can complete a certificate in one to three years, depending on their need. Many students find part-time training appealing because they can amortize the cost of their training over a longer period of time and, in many cases, continue to work while completing their training. Part-time training is

particularly practical for the college, because it allows us to stretch our funding allocated through the Saskatchewan Skills Extension Program.

Full-time and part-time basic education programs were offered in various configurations to best meet the needs of the learners. The programs provided Adult 12 (high school completion), Adult 5 – 10, General Educational Development (GED) preparation and testing, one-to-one tutoring for Literacy and English as a Second Language, tutorial assistance for high school correspondence courses, and life skills. In addition to preparing students academically, these programs are designed to help students develop skills to become successful in the workplace or in advanced training programs. These programs were offered full-time or part-time or both, at all five PWRC program centre locations. 246 students accessed basic education and related programs during the year

Business, Industry and Community Education (BIC) courses are short-term non-credit and industry credit courses that are offered in response to local and regional demand, on a cost recovery basis. These courses allow the college to respond to specialized training needs. 499 BIC courses were offered to 4,181 individuals throughout the region.

Career Services (career counselling and student services) continued to expand in 2002-03. An integrated working relationship with the Can Sask Career and Employment Services Centres continued in an effort to provide more comprehensive, seamless counselling services to the public and to college students, and to avoid duplication in providing these services in rural Saskatchewan. College career services staff provided assistance to approximately 3,796 individuals during the year.

Technology development continued as a high priority in 2002-03. Significant progress was made toward providing a broader range of programs and career information utilizing technological enhancements. Through the provincial Technology Enhanced Learning (TEL) initiative, the college is in the process of developing TEL Learning Centres to improve access to programs and services, and to enhance existing programs. At the same time, additional progress was made toward improving administrative, data collection, and reporting functions with updated technological systems.

The college received approval and funding from Saskatchewan Learning to renovate the building it occupies in Kindersley. The renovations have allowed the college to consolidate its operations into one location, improving both administrative and program and service delivery. The renovations were completed early in the 2002-03 year.

The successes that Prairie West Regional College enjoyed during 2002-03 are attributable to the many individuals, organizations, agencies, and businesses that partnered with the college in serving the eclectic training needs of the region. The college wishes to thank all those that have been involved during the year.

II. (d) Programs & Services

Programs and services enrollment targets were, for the most part, as expected or greater. Overall, enrollments rose from initial expectations of 4,977 to 5,969. The number of students accessing services appears to fall short of expectations (5300 anticipated vs. 3796 actual), but tracking systems for this activity are not completely reliable. The college is working to find ways to better track the number of people accessing career and student services, so that the same students are not counted multiple times, and so that all activity is captured. Variances in specific program categories between enrollments anticipated prior to the start of the 2002-03 year and to the end of the year were minimal, and some were simply the result of classifying programs according to the new provincial Student Information System (SIS).

Prairie West Regional College (PWRC) continues to have high (1,438) enrollments in part-time institute credit programs. These programs are offered in a part-time format to allow students to complete their programs in one to three years, while been able to maintain full or part-time jobs and family obligations.

The college maintains high enrollments (3,657) in Industry Credit and Industry Non-Credit program categories. These high enrollments are a result of having staff located in five locations that are integral parts of the communities they serve and respond with appropriate training. Most of these programs are characterized by partnerships with business and industry, especially the energy sector in the Kindersley district.

(d)i. Basic Education Credit

Adult Education

Demand for Basic Education opportunities continues to be constant at Prairie West Regional College. Full-time programs were offered in three locations: Biggar, Kindersley, and Warman. At each location, there were more students seeking admission than seats available.

The college partnered with the Saskatchewan Valley School Division to offer a Storefront Basic Education program in Warman. The program was very successful and provided an opportunity for those students enrolled in the program to acquire the basic skills necessary to allow them to go on to further training and/or employment. The PWRC Basic Education instructor in Warman also worked with the students from the Storefront program.

The Biggar School Division and PWRC partnered to deliver Basic Education to adult students in the Cando area, where adults were accepted into the grade 10 or 12 programs in the K-12 system and received credit for Adult 10 and 12. These students received support and career counselling from the counsellor at PWRC. Also, in partnership with the Biggar School Division, some students from the Biggar K-12 system were accepted into the Basic Education program, when it was determined by the school division that the adult system would meet their needs more appropriately. These students were generally aged 17 to 19 and struggling to advance through grade levels in the K-12 system.

FULL-TIME # OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FULL LOAD EQUIVALENCIES (FLES)
6	85	65520	156

General Educational Development (GED) Testing

The new testing series began in January 2002 and interest remains constant in GED testing in the 2002-03 programming year. In addition to the reported 52 students, some students in the Basic Education program write GED tests.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
12	52	416	1.0

(d)ii. Basic Education Non-Credit

English Language Training

Six students completed English Language Training in June 2003. The project was funded through Language Instruction for Newcomers to Canada (LINC). In the fall of 2003 these students will attend Citizenship Ceremonies in Rosetown and become Canadian Citizens. PWRC has worked with most of these students, part-time, for a minimum of two years in English language instruction.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
4	14	1164	2.8

Employability Lifeskills

Prairie West Regional College received funding for an Employment Supports program through Canada-Saskatchewan Career and Employment Services and Saskatchewan Social Services. Ten students participated in assessment followed by individual training as determined from the assessment. Students were supported in work experiences at the conclusion of the program.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
1	10	4000	9.5

General Academic Studies (Learning Centres)

PWRC offered Learning Centre services in Biggar, Kindersley, Outlook, Rosetown, and Warman. These centres, open two evenings per week, were available for students to drop-in for personalized learning assistance.

Learning Centre services include: Adult 5-10, GED preparation, tutorial assistance for correspondence courses, Literacy and English as a Second Language tutoring services. The centers provided on-site assistance by the resident facilitators, or volunteer tutors are matched with learners.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
5	85	13568	44.6

(d)iii. Skills Training Credit

Full-time and part-time technical programs are skills training programs that lead to a credential (certificate or diploma) from a credit granting institution. For the most part, the college brokers these programs from the Saskatchewan Institute of Applied Science and Technology (SIAST).

# OF PROGRAMS	STUDENT ENROLLMENT FT	ENROLLMENT PT	PARTICIPANT HOURS	FLES
170	48	1438	164396	304.4

Full-Time

PROGRAM	STUDENT ENROLLMENT FT	PROGRAM HOURS	TOTAL PARTICIPANT HOURS
Electrician	12	720	8640
Carpentry	8	660	5280
Office Education	10	1062	10620
Geographical Information Systems	4	1080	4320
Welding	14	1020	14280
5 Programs	**48**		**43140**

At first glance, there appears to be a decrease in the total number of full-time technical programs and enrollments in 2002-03. In large part, this is due to the fact that a number of truck driver training programs were included with the institute credit programs in 2001-02, and are now been reported with the industry credit programs for 2002-03.

In addition, PWRC purchased one seat in the Licensed Practical Nursing (LPN) program at Swift Current to help accommodate the need for LPNs in the Prairie West region.

Part-Time

In 2002-03, a second part-time Teacher Assistant Program was added in Warman, the capacity in the Rehabilitation Worker Program was increased so the number of registrations is up considerably over 2001-02.

LOCATION	PART-TIME PROGRAMS OFFERED	# OF COURSES	# OF PARTICIPANTS	TOTAL PARTICIPANT HOURS
Biggar and area	Business Certificate Home Care/Special Care Aide Human Resources Motor Grader Operator Office Education Rehabilitation Worker Teacher Assistant Water and Wastewater Technician	32	137	9469
Kindersley and area	Business Certificate Home Care/Special Care Aide Human Resources Office Education Power Engineering 4th Class Primary Care Paramedic Teacher Assistant	34	180	30883
Outlook and area	Business Certificate Truck Driver Training Geographical Information Systems Human Resources Motor Grader Operator Office Education Teacher Assistant	18	63	5788
Rosetown and area	Business Certificate Emergency Medical Technician-Advanced Office Education Teacher Assistant Water and Wastewater Technician	15	69	13153
Warman and area	Business Certificate Home Care/Special Care Aide Human Resources Office Education Teacher Assistant Water and Wastewater Technician Youth Care Worker	67	989	61963
Total		**165**	**1438**	**121256**

- Modules are coordinated between offices to allow students the greatest number of scheduling and course options
- Modules are offered in cycles so students can complete their program in 1, 2 or 3 years

Industry Credit

Industry credit is defined as education and training leading to a credential that is recognized by an industry association or sector, regulatory body or licensing agency. The college works closely with business and industry sectors in the region to deliver courses that have been identified through the Regional Needs Assessment.

Partners in delivering industry credit were Health Districts, Saskatchewan Government Insurance, and the Saskatchewan Labour Force Development Board, providing funding to supplement training through various local initiatives.

The Heartland Health District, formed in 2002 was an amalgamation of Prairie West Health District, Midwest Health District and Greenhead Health District. In the past several years both Prairie West and Midwest Health Districts supported First Aid and CPR programs through PWRC. However 2002-03 was the final year for that support. The college is searching for other sources to fill this shortfall.

The oil industry continued to require safety course training for the certification of oilfield workers. The college works closely with the industry to provide appropriate and timely certification and re-certification for their employees.

Truck Driver Training for 1A licenses using a short, seven-day format, with a private trainer continued to be popular. Farmers have longer distances to haul to terminals and also see an opportunity for off-farm income with a 1A license. This program has a long waiting list of students.

Water management courses were offered in PWRC in 2002-03 in reaction to the Industry Certification Standards that will be implemented in 2005 requiring all Towns and Villages to have certified operators for their Water and Wastewater plants.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
156	1693	21797.5	90.8

(d)iv. Skills Training Non-Credit

Industry Non-Credit

Industry Non-Credit programming is the largest segment of PWRC business training. PWRC continues to offer programming for business and industry through non-credit courses that will address the needs of the business community as identified in the Regional Needs Assessment. Industry non-credit is defined as education and training that meets the specific needs identified for an industry(s), group(s), firm(s), or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

One-to-one training, on-line training and work-based training are also used to meet the individual training needs of business and industry.

In cooperation with the Prairie Center Credit Union, PWRC in Rosetown and Outlook, held four weeks of computer training for their employees.

The Kindersley office, in partnership with various community organizations offered the Agrowoman Conference with approximately 170 farmwomen participating. The Biggar office, along with business and community partners also offered a conference for women with over 130 participants.

Agriculture continues to struggle in 2002-03. Low commodity prices, Bovine Spongiform Encephalopathy (BSE) and another year of drought plagued the farming communities in PWRC in 2003. College staff continued to seek out cost effective, relevant and transferable training to aid farmers and other rural businesses reeling from the effects of the economic depression in rural Saskatchewan. The Older Worker Proposal was submitted for consideration by the Federal government. This program will help individuals 50-64 years of age to find meaningful employment through career exploration, training and portfolio development.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
289	1964	16827	70.1

Community/Individual Non-Credit

Community/Individual non-credit is education and training that leads to or enhances a person(s)/group(s) community and/or social development but does not result in credentials or certifications recognized by an industry association or sector, regulatory body or licensing agency. Examples of this education and training are: hair cutting, nutrition classes, parenting, photography, etc.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
37	411	2771.5	11.5

Personal Interest Non-Credit

Personal interest non-credit is education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills. Courses included in this group are: animal care, cooking, crafts, genealogy, etc.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
17	113	876	3.7

(d)v. University

The 2002-03 program plan for university focused on establishing a stronger regional approach to programming. With the establishment of Campus Saskatchewan, all PWRC offices have strengthened their efforts to encourage students to consider a greater variety of learning opportunities available at University of Saskatchewan, University of Regina and SIAST. All three institutions have established relationships for credit transfer options. This has created a greater course selection for rural students, as well as a variety of learning options such as face-to-face, televised and on-line learning. PWRC continues to promote all modes of learning as good options for rural learners.

A strong component of the university program in Kindersley was the piloting of the mentorship program. Students were able to access assistance with essay writing and editing, study skills, and time management. Group discussion, video conferencing and internet-based conferencing were also offered to students as part of the Technology Enhanced Learning (TEL) initiative objective to create learning communities using technology. The mentorship program was extended to include Biggar university students as well. Biggar university students did not utilize the mentorship access through technology as we anticipated. We realized that the access to the facilitator was not as flexible for the Biggar students versus the on-site access that the Kindersley students had available to them. We anticipate that our capacity to support students region wide will increase upon the completion of the TEL project. The mentorship program was piloted with the expectation that all Learning Centres would mentor university students in the future.

Attracting youth to our university program continues to be a challenge. The number of youth taking university classes continues to be low. Our perception in the west central area is that they continue to choose to leave the province. Our past students have tended to be older students going back to school. The older student population has also declined. Tuition costs are considered a barrier for all student populations. As an economic development strategy as well as a marketing initiative we continued to promote our university program as an opportunity for students to learn where they live. This regional direction versus single office marketing may account for the increase in university participants in the Biggar area. Overall, our regional statistics show an increase in numbers of programs accessed by students, numbers of participants and participant hours, since approaching our university programming from a regional point of view.

The following chart reflects university programming for the 2002-03 year.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FLES
22	56	3153	13.4

(d)vi. Services

Career and Student Services provides services to the general public and to college students. These services include: communication modules, assessment and testing, career counselling, career planning, job search sessions, goal setting and referrals to appropriate agencies for personal matters.

The demand and the scope of services continue to increase. The request for services varies from full to minimal contact (services requiring over 15 minutes of counsellor time or under 15 minutes of counsellor time). Student services provided, and will continue to provide, psycho-educational testing to students. In the 2002-03 year, PWRC's Educational Psychologist provided 273 hours of one to one student assessment and counselling. As a result, several learning disabled students accessed the services of an educational assistant and/or tutor as well technology to support learning in the classroom and at home.

Partnerships are an important part of the provision of Career and Student Services. The college has partnered with the Canada/Saskatchewan Career and Employment Services (CSCES) to provide a seamless approach to the learner for the delivery of the programs and services offered by both organizations. These services include: career counselling, career planning, goal setting, job search sessions, testing, financial and funding inquiries, and exam invigilation.

In addition, the Kindersley office houses the Canada/Saskatchewan Career and Employment Services Business Resource Centre in partnership with Meridian Community Futures and the West Central Regional Economic Development Authority.

Learner Support

The college provided 865 learners with services such as tutor matching, study/life management skills, technical assistance, employment services, employer services, and exam invigilations.

Counselling

Prairie West Regional College counsellors and coordinators had contact with 2931 learners in the 2002-2003 year.

(d)vii. Other

Technology Enhanced Learning (TEL)

The TEL project consisted of two main focuses, the mentorship program and the integration of a technology enhanced classroom. Two Learning Centre Facilitators were hired part time to pilot the use of technology in the evening Learning Centre in Kindersley as well as integrate the concept of mentorship into the role of the Learning Centre Facilitator.

Students from the televised, on-line and face-to-face University of Saskatchewan and University of Regina participated in the mentorship program. Discussion groups and individual tutoring were the main forms of assistance that took place. There was individualized study skills, time management, grammar and editing services provided to students as well.

The technology enhanced classroom is a term that was established at the conclusion of the 2003 programming year to explain the integration of technology in the classroom setting. The technology enhanced classroom is a classroom where, Learning Centre facilitators in Kindersley experimented with technology such as whiteboards, winwizard, video conferencing, and internet conferencing as tools to enhance the learning of their students. The key learning from the use of the technology as learning tools was that it needed to be easy to use, accessible and relevant to the learning of the student. One area of technology that worked very well for students in a group situation was internet-based conferencing. Students in the Basic Education programs and Learning Centre programs in Kindersley and Biggar used the private internet conferencing room as a forum for writing and reflecting on facilitator lead topics. In contrast the, individualized use of the internet based conferencing was not as readily used for discussion purposes between instructor and student as a form of collaboration and communication.

The Learning Centre facilitator was not as comfortable with the whiteboard as the previous facilitator, so that made a difference in the usage and integration of this technology into the classroom. Facilitators who are comfortable with the technology have no difficulty using the technology as part of their regular teaching and learning. This accounts for the high level of positive feedback reported from computer instructors using the whiteboards as an instructional tool.

Another tool of the technology enhanced classroom is the video conferencing that was used successfully, but with some technical difficulties with the system disconnecting during lectures. These difficulties will continue to be worked on into the next programming year. The future of video conferencing promises to be positive once the technical problems are overcome.

The winwizard is probably the most utilized piece of technology accessed in the technology enhanced classroom. It is easy to manage and can be operated without assistance. This technology was targeted to meet the needs of learning center participants with specialized learning difficulties.

TEL PROGRAMS	# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
First Class Staff Training	5	15	225
Sociology Discussion Group*	1	3	96
English Discussion Group*	1	3	384
Writing Circle	1	8	96
Biggar Discussion Group/Tutoring	1	3	18
Telephone/Fax Support*	1	5	32
TOTAL	**10**	**37**	**851**

- Denotes mentorship activities

Future Skills

The work-based component of the Future Skills program provides an excellent training opportunity for small businesses in rural Saskatchewan where trained employees for smaller niche markets are not available. This program provides an opportunity for workers to be trained locally, even if there are not enough trainees to offer a full-time program. To address local demand, coordinators at each office have promoted the program and helped employers develop their training proposals.

Future Skills trainee numbers came in slightly below the original plan projection of 23, due mainly to a funding shortfall.

# OF PROJECTS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
20	19	13760

Special Programs and Events

Agrowoman Conferences

The Agrowoman conferences target women in agriculture by helping gain insight and opportunities through exploring the economic strengths of farm diversification and value through new skills and renewed internal vision.

As included under the Industry Non-Credit section of this report, Prairie West Regional College, in partnership with the Biggar and District Traumatic Events Response Team, Heartland Health Region, Saskatchewan Agriculture and Food, Biggar Independent Printers, and Biggar Ministerial Association hosted a rural women's conference entitled "Reflect, Refocus, Refresh" on January 11, 2003 in Biggar, SK. One hundred and thirty two (132) women participated in this on-day conference.

In addition, Prairie West Regional College, in partnership with Meridian Community Futures Development Corporation, Heartland Health Region, Saskatchewan Agriculture, Food, and Rural Revitalization, and West Central Rural Economic Development Association, hosted a conference titled "Agrowoman – True Colours" on February 14, 2003 in Kindersley, SK. This one-day conference was intended to treat farmwomen to a day of music, dance and laughter as they took the journey of self-discovery and empowerment. One hundred seventy-three (173) farmwomen participated in this conference.

Saskatchewan Communications Network (SCN) Special Events

With SCN sites at each college office location, special events were an important part of the SCN programming mix. One hundred thirty-three (133) individuals accessed special events programs during the 2002-03 year. Most of these events were directed to the health sector.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
13	133	877.5

II.(e) Human Resources

The human resource plan, outlined in the 2002-03 Business Plan, projected a slight reduction in staffing resources from 2001-02 levels. The staff reductions anticipated at that time projected a minor cut in staff resources for 2002-03 with a major staff reduction anticipated for 2003-04. The primary reason for these planned cuts to staff resources was a projected shortfall in the college's budget.

In the end, the college was forced to reduce the overall staff complement by 0.94 (full-time equivalents) FTEs: from 29.64 FTEs in 2001-02 to 28.70 FTEs for 2002-03. This reduction was achieved through "shaving" a number of non-instructional positions resulting in minimal impact to anyone individual, office area, or program or service area. The reduction was also equally shared between program delivery and administrative support functions.
The college identified two key objectives that were designed to help guide staffing decisions; these included:

- Maintain the college's program and service delivery system
- Maintain the five office locations currently in operation by PWRC

The staff reductions were accommodated successfully with minimal disruption to the delivery of programs and services.

Prairie West Regional College is fortunate to employ highly trained, highly motivated staff that understands the challenges and opportunities in rural Saskatchewan. The college's ability to continue to deliver a high level of service to the residents of west central Saskatchewan is testament to the skill, ability and motivation of college staff.

PRAIRIE WEST REGIONAL COLLEGE

Auditor's Report

Financial Statements - June 30, 2003

Gilchrist & Co.
CERTIFIED MANAGEMENT ACCOUNTANTS

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AUDITOR'S REPORT

To the Directors
Prairie West Regional College

We have audited the statement of financial position of Prairie West Regional College as at June 30, 2003 and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2003 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Rosetown, Saskatchewan
September 24, 2003

Gilchrist & Co.
Certified Management Accountant

PRAIRIE WEST REGIONAL COLLEGE
Statement of Financial Position
as at June 30, 2003

Statement 1

	2003			2002
	Operating	Capital	Total	Total
Assets				
Current Assets				
Cash	$ 859,873	$ 416,635	$1,276,508	$1,113,604
Accounts receivable (note 3)	123,423	-	123,423	158,007
Prepaid expenses	22,577	-	22,577	61,322
	1,005,873	416,635	1,422,508	1,332,933
Non-current Assets				
Capital assets (note 4)	-	2,002,939	2,002,939	1,503,499
	$1,005,873	$2,419,574	$3,425,447	$2,836,432
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 89,125	$ -	$ 89,125	$ 99,145
Accounts payable and accrued liabilities (note 5)	47,943	-	47,943	77,781
Unearned revenue (note 6)	451,746	169,635	621,381	613,037
Current portion long term debt (note 7)	-	22,924	22,924	-
	588,814	192,559	781,373	789,963
Non-current Liabilities				
Long term debt (note 7)	-	227,076	227,076	-
Net Assets				
Invested in capital assets	-	1,752,939	1,752,939	1,503,499
Internally restricted as reserves (note 8)	46,700	247,000	293,700	95,000
Unrestricted	370,359	-	370,359	447,970
	417,059	1,999,939	2,416,998	2,046,469
	$1,005,873	$2,419,574	$3,425,447	$2,836,432

See accompanying notes to financial statements.

On behalf of the Board

Chairman

PRAIRIE WEST REGIONAL COLLEGE
Statement of Operations
for the year ended June 30, 2003

Statement 2

	Operating			Capital			Totals		
	(Note 9) 2003 Budget	2003	2002	(Note 9) 2003 Budget	2003	2002	(Note 9) 2003 Budget	2003	2002
Revenues (Schedule 1)									
Saskatchewan Learning	$2,459,814	$2,456,539	$2,436,883	$ 108,800	$ 448,766	$ 25,673	$2,568,614	$2,905,305	$2,462,556
Federal government	9,600	23,503	10,669	-	-	-	9,600	23,503	10,669
Other revenue	1,062,643	1,305,902	943,897	-	-	-	1,062,643	1,305,902	943,897
Total revenues	3,532,057	3,785,944	3,391,449	108,800	448,766	25,673	3,640,857	4,234,710	3,417,122
Expenses (Schedule 2)									
Agency	692,904	777,610	812,667	-	-	-	692,904	777,610	812,667
Amortization	-	-	-	175,805	197,639	156,007	175,805	197,639	156,007
Equipment	113,782	88,160	106,980	-	-	-	113,782	88,160	106,980
Facilities	241,430	259,278	227,974	-	-	-	241,430	259,278	227,974
Information technology	66,579	66,646	33,249	-	-	-	66,579	66,646	33,249
Operating (schedule 3)	457,090	382,008	388,351	-	-	-	457,090	382,008	388,351
Personal services	2,185,389	2,092,840	1,860,567	-	-	-	2,185,389	2,092,840	1,860,567
Interest expense	-	-	-	-	-	-	-	-	-
(Gain) loss on disposal of capital assets	-	-	-	-	-	(76,046)	-	-	(76,046)
Total expenses	3,757,174	3,666,542	3,429,788	175,805	197,639	79,961	3,932,979	3,864,181	3,509,749
Excess (deficiency) of revenue over expenses	$ (225,117)	$ 119,402	$ (38,339)	$ (67,005)	$ 251,127	$ (54,288)	$ (292,122)	$ 370,529	$ (92,627)

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Statement of Changes in Net Assets
for the year ended June 30, 2003

Statement 3

	Capital		Operating		Totals	
	Invested in Capital Assets	Internally Restricted	Internally Restricted	Unrestricted	2003	2002
Net assets, beginning of year	$ 1,503,499	$ -	$ 95,000	$ 447,970	$ 2,046,469	$ 2,139,0
Excess (deficiency) of revenue over expenses	251,127	-	-	119,402	370,529	(92,627)
Appropriated to reserves	-	247,000	(48,300)	(198,700)	-	-
Interfund transfers (note 13)	(1,687)	-	-	1,687	-	-
Net assets, end of year	$ 1,752,939	$ 247,000	$ 46,700	$ 370,359	$ 2,416,998	$ 2,046,4

Restricted details (note 8)	Beginning Balance	Appropriations to Net Assets	Appropriations from Net Assets	Ending Balance
Internally restricted - capital				
Capital Replacement Reserve	$ -	$ 37,000	$ -	$ 37,000
Building Maintenance Reserve	-	50,000	-	50,000
Warman Facility Reserve	-	160,000	-	160,000
	-	247,000	-	247,000
Internally restricted - operating				
Co-ordinator Reclassification Reserve	25,000	-	25,000	-
Contract Instructor Reserve	70,000	-	23,300	46,700
	95,000	-	48,300	46,700
Total restricted	$ 95,000	$ 247,000	$ 48,300	$ 293,700

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Statement of Cash Flows
for the year ended June 30, 2003

Statement 4

	2003	2002
Cash flows from operating activities		
Excess (deficiency) of revenue over expenses	$ 370,529	$ (92,627)
Amortization of capital assets	197,639	156,007
(Gain) on sale of capital assets	-	(76,046)
	568,168	(12,666)
Changes in non-cash working capital		
Decrease (increase) in accounts receivable	34,584	(38,837)
Decrease (increase) in prepaid expenses	38,745	(17,350)
Decrease (increase) in accrued salaries and benefits	(10,020)	9,878
(Decrease) in accounts payable and accrued liabilities	(29,838)	(254,649)
Increase in unearned revenue	8,343	155,044
Increase in current portion of long-term debt	22,924	-
Cash provided from (used in) operating activities	632,906	(158,580)
Cash flows from investing activities		
Purchase of capital assets	(697,078)	(140,808)
Proceeds from disposal of capital assets	-	76,046
Cash used in investing activities	(697,078)	(64,762)
Cash flows from financing activities		
Proceeds from long-term borrowings	227,076	-
Cash used in financing activities	227,076	-
Net increase (decrease) in cash	162,904	(223,342)
Cash, beginning of the year	1,113,604	1,336,946
Cash, end of the year	$ 1,276,508	$ 1,113,604

See accompanying notes to financial statements.

Prairie West Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2003

Schedule 1

	2003								2003	(Note 9) 2003 Budget	2002
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Saskatchewan Learning											
Admin recovery grant	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 20,000	$ 20,000	$ 121,500
Base grant	1,144,609	-	-	-	-	67,574	-	130,163	1,342,346	1,331,105	1,231,492
Program payments	-	769,613	-	200,746	22,375	-	-	-	992,734	1,003,675	1,007,189
Regional Service Branch payments	-	-	-	-	-	-	-	-	-	-	-
Other	36,640	-	-	-	-	-	64,819	-	101,459	105,034	76,702
	1,201,249	769,613	-	200,746	22,375	67,574	64,819	130,163	2,456,539	2,459,814	2,436,883
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Program payments	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	-	-	-	19,558	-	-	3,945	23,503	9,600	9,605
Other	-	-	-	-	-	-	-	-	-	-	1,064
	-	-	-	-	19,558	-	-	3,945	23,503	9,600	10,669
Other Revenue											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Contracts	17,793	76,087	40,215	65,867	27,000	-	77,739	40,190	344,891	298,568	278,790
Interest	44,810	-	-	-	-	-	-	-	44,810	33,000	44,410
Rents	11,279	3,300	-	-	-	-	-	-	14,579	7,380	12,408
Resale items	1,470	69,412	6,311	1,674	-	1,813	-	-	80,679	59,835	71,374
Tuitions	-	706,602	87,603	-	-	-	-	-	794,405	659,660	509,129
Other	14,255	1,475	150	-	814	105	9,739	-	26,538	4,200	27,786
	89,606	856,876	134,479	67,541	27,814	1,918	87,478	40,190	1,305,902	1,062,643	943,897
Total revenue	1,290,855	1,626,489	134,479	268,287	69,747	69,492	152,297	174,298	3,785,944	3,532,057	3,391,449
Total expenses	1,830,053	1,185,498	78,745	184,856	47,246	28,709	109,259	202,176	3,666,542	3,757,174	3,429,788
Excess (deficiency) of revenues over expenses	$ (539,198)	$ 440,991	$ 55,734	$ 83,431	$ 22,501	$ 40,783	$ 43,038	$ (27,878)	$ 119,402	$ (225,117)	$ (38,339)

See accompanying notes to financial statements.

Prairie West Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2003

Schedule 2

	2003								2003	(Note 9) 2003 Budget	2002
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Agency contracts	$ 1,904	$ 740,203	$ 16,052	$ 1,064	$ 13,186	$ 4,301	$ 900	$ -	$ 777,610	$ 692,904	$ 812,667
Equipment	75,250	4,397	936	1,874	-	-	5,578	125	88,160	113,782	106,980
Facilities	102,799	96,486	11,470	27,113	4,440	3,000	13,920	50	259,278	241,430	227,974
Information technology	49,426	6,043	1,727	263	-	-	6,297	2,890	66,646	66,579	33,249
Operating (Schedule 3)	213,273	114,266	15,664	11,250	6,214	4,508	11,757	5,076	382,008	457,090	388,351
Personal services	1,387,401	224,103	32,896	143,292	23,406	16,900	70,807	194,035	2,092,840	2,185,389	1,860,567
	$ 1,830,053	$ 1,185,498	$ 78,745	$ 184,856	$ 47,246	$ 28,709	$ 109,259	$ 202,176	$ 3,666,542	$ 3,757,174	$ 3,429,788
			$ 1,264,243		$ 232,102			$ 311,435			

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Schedule of Operating Fund Expenses
for the year ended June 30, 2003

Schedule 3

	Totals		
		(Note 9)	
	2003	2003 Budget	2002
Operating expenses			
Advertising	$ 39,835	$ 37,871	$ 23,865
Association fees and dues	7,754	7,695	6,765
Bad debts	1,233	200	5,442
Financial services	4,634	1,575	1,358
In-service	7,302	26,220	23,472
Insurance	12,210	13,000	11,185
Materials and supplies	54,359	72,235	64,940
Postage, freight and courier	20,390	28,461	22,369
Printing and duplicating	31,441	30,437	25,937
Professional services	19,031	54,203	40,490
Resale items	77,439	59,835	61,758
Subscriptions	1,962	2,355	859
Telephone and fax	40,317	62,210	44,502
Travel	49,049	44,141	46,173
Other	15,052	16,652	9,236
	$ 382,008	$ 457,090	$ 388,351

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Notes to the Financial Statements
for the year ended June 30, 2003

1. **Purpose and Authority**

Prairie West Regional College offers educational services and programs under the authority of Section 14 of The Regional Colleges Act. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Prairie West Regional College is exempt from the payment of income tax.

2. **Significant Accounting Policies**

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long-term debt. The capital fund also includes contributions, interest and donations designed for capital purposes by the contributor, net of the annual amortization expense. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year in which the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution.

Capital assets are amortized on a straight-line basis over their estimated useful lives and amortization is reported as an expense in the capital fund as follows:

Buildings	20 years
Office furniture	10 years
Office equipment	5 years
Machinery	5 years
Computer equipment	3 years
Leasehold improvement	Term of the lease
System development	5 years

d) Cash and Cash Equivalents

Cash and cash equivalents are represented by cash on hand and balances with banks.

3. Accounts Receivable

Accounts receivable are composed of the following:

	2003	2002
Saskatchewan Learning	$ 28,260	$ 33,488
Province of Saskatchewan - other	5,945	5,705
Regional Colleges	668	-
S.I.A.S.T.	2,061	4,232
Federal government	17,026	18,074
Other	69,463	96,508
	$ 123,423	$ 158,007

4. Capital Assets

	2003			2002
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	$1,998,798	$ 240,604	$1,758,194	$1,265,977
Land	38,550	-	38,550	-
Leasehold improvements	25,078	11,275	13,803	62,372
Furniture	122,844	47,562	75,282	81,709
Office equipment	52,034	33,389	18,645	9,898
Computer equipment	347,663	263,381	84,282	62,269
Student information system	35,457	21,274	14,183	21,274
	$2,620,424	$ 617,485	$2,002,939	$1,503,499

In 2002, the College began substantial building renovations at its leased teaching facility in Kindersley. As at June 30, 2002, the College had incurred $60,401 in related costs which were recorded as leasehold improvements. Subsequently, in June 2003 the College received approval to purchase the facility and therefore, these costs have been reclassified under capital assets - buildings.

5. Accounts Payable and Accrued Liabilities

Accounts payable are composed of the following:

	2003	2002
Province of Saskatchewan - other	$ 5,749	$ 2,479
Regional Colleges	1,203	39,835
S.I.A.S.T.	2,431	6,114
Federal government	62	168
Other	38,498	29,185
	$ 47,943	$ 77,781

6. Unearned Revenue

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2003	2002
Saskatchewan Learning	$ 562,087	$ 601,476
Other	59,294	11,561
	$ 621,381	$ 613,037

7. Long Term Debt

	2003	2002
During the year, the College incurred long-term debt with CUCORP Financial Services to purchase the Kindersley teaching facility. It is a secured demand loan at prime minus one-half percent with monthly principal payments of $2,084 plus interest. The loan is scheduled to be retired by July, 2013, but can be prepaid without penalty at any time.	$ 250,000	$ -
Less current portion	(22,924)	-
	$ 227,076	$ -

Principal payments due over the next ten years are as follows:

July 1, 2003 - June 30, 2008	$ 122,956
July 1, 2008 - June 30, 2013	127,044
	$ 250,000

8. Restrictions on Net Assets

The Board of Directors of Prairie West Regional College has placed internal restrictions on $293,700 of unrestricted net assets to be used for specified events (2002 - $95,000) as detailed on Statement 3. These internally restricted amounts are not available for other purposes without the approval of the Board of Directors.

9. Budget Amounts

The budget amounts on these financial statements were prepared by Regional College management and approved by the Board on May 29, 2002. The Minister approved the budget on June 28, 2002.

10. Related Party Transactions

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

The College brokered the following course sessions during the year:

	2003	2002
S.I.A.S.T.	$ 438,720	$ 378,583
University of Saskatchewan	14,505	31,086
	$ 453,225	$ 409,669

Payments to other related parties include:

	2003	2002
Saskatchewan Regional Colleges expenses	$ 4,554	$ 75,908
Saskatchewan Municipal Employees' pension	63,793	62,080
SaskTel expenses	56,662	41,893
Biggar School Division expenses	12,091	27,544
SaskPower expenses	37,050	11,085
SaskEnergy expenses	16,750	13,680
	$ 190,900	$ 232,190

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to government agencies.

During the year, the College continued a contract with Saskatchewan Communications Network (SCN) to deliver various training and educational programs. The College received $77,739 (2002 - $86,000) during the year to deliver these programs.

On November 18, 2002, the College entered into a loan agreement with the Education Infrastructure Financing Corporation and Saskatchewan Learning. The College received $215,000 which is to be repaid over 10 years at 6% interest. Subject to annual appropriations, Saskatchewan Learning has agreed to service the loan payments. The $215,000 has been recorded as capital revenue.

11. Financial Instruments

The College's significant financial instruments consist of accounts receivable, accounts payable and accrued benefits.

a) The carrying amount of cash, accounts receivable, accounts payable and accrued benefits approximates fair value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainty of future cash flows.

b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's accounts receivable are from the provincial and federal government, therefore, credit risk is minimal.

12. Employee Future Benefits

Employees of the College participate in one of two pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for 2003 was $63,793 (2002 - $62,080).

13. Interfund Transfers

In 2003, the Board transferred $1,687 from the Capital Fund to the Operating Fund to offset withdrawals for operating expenditures. In 2002, the Board transferred $39,089 from the Operating Fund to the Capital Fund to offset withdrawals for capital expenditures.

14. Comparative Information

Certain 2002 balances have been reclassified to conform with the current year's presentation.

II.(g) Glossary of Terms

Full-Time Student
Is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition: for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and for university courses: a minimum of 9 hours of scheduled class time per week for a minimum of period of 13 weeks.

Part-Time Student
Is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hour of scheduled class time per week.

SIS Program Definitions

Skills Training

Institute Credit:
Education and training which leads to a credential ie. Certificate, diploma, degree; from a recognized credit-granting institution.

Industry Credit:
Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Apprenticeship and Trade:
Education and training certified through apprenticeship and trade commission.

Industry Non-Credit:
Education and training that meets the needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

Community/Individual Non-Credit:
Education and training that (a) leads to or enhances a person(s)/group(s) employability or (b) enhances community and/or social development, but does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

Personal Interest Non-Credit:
Education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills.

Basic Education

Basic Education Credit:
Learning that is certified by Saskatchewan Learning.

Basic Education Non-Credit:
Learning which may include some form of evaluation, however, does not result in certification by a recognized body.

University

University Credit:
Extension-U of S, U of R, or other institutions

Services

Learner Support:
Exam Invigilation, Tutor Matching, Study Skills/Life Management, Technical Assistant, Employment Services, and Employer Services

Counselling:
Career, Academic, Financial and Personal Counselling

Full Load Equivalent Students

PROGRAM AREA	PROGRAM TYPE	FLE DIVISOR	NOTES	FULL-TIME PROGRAM
Skills Training	Institute Credit	1 FLE=60% X 30 hrs X 30 wks=540 hrs	Source: SIAST	12 wks in duration + scheduled 18 hrs/wk
	Industry Credit	1 FLE=240 hrs	As below	12 wks in duration + scheduled 18 hrs/wk
	Apprenticeship & Trades	1 FLE=8 wks X 30 hrs = 240 hrs	SIAST credits 1 FLE=1 level (variable lengths of levels)	12 wks in duration or complete level + scheduled 18 hrs/wk
	Industry Non-Credit	1 FLE= 240 hrs	As above	12 wks in duration + scheduled 18 hrs/wk
	Community Individual Non-Credit	1 FLE=240 hrs	As above	12 wks in duration + scheduled 18 hrs/wk
	Personal Interest Non-Credit	1 FLE=240 hrs	As above	12 wks in duration + scheduled 18 hrs/wk
Basic Education	BE Credit	1 FLE=60% X 7 courses X 100 hrs=420 hrs	7 courses required for BE12 source: SK Learning	12 wks in duration + scheduled 18 hrs/wk
	BE Non-Credit	1 FLE=420 hrs	As above	12 wks in duration + scheduled 18 hrs/wk
University	University Credit	1 FLE=60% X 10 courses X 39 hrs=234 hrs	10 – 3 credit courses, each 39 hrs, is considered full-time students	13 wks in duration + scheduled 9 hrs/wk

III. Other

III.(a) Board of Directors

BOARD MEMBER	COMMUNITY
Buyck, Darlene	Warman
Fleming, Ellwood (Chairperson)	Rosetown
Kay, Jan	Kindersley
Kurtz, Joe	Kerrobert
Minogue, Carol	Lacadena
Scott, Ron (Vice-Chairperson)	Biggar
Warwaruk, Larry	Outlook

Executive Committee: Ellwood Fleming, Ron Scott, Joe Kurtz

The Board held eight regular meetings, one special meeting and an annual meeting in 2002-03.

III.(b) College Office Locations

Biggar (Head Office)
Box 700
Biggar, SK S0K 0M0
PH: (306) 948-3363
FX: (306) 948-2094
Email: biggar.office@pwrc.sk.ca
www.pwrc.sk.ca

Kindersley Office
Box 488
Kindersley, SK S0L 1S0
PH: (306) 463-6431
FX: (306) 463-1161
Email: kindersley.office@pwrc.sk.ca
www.pwrc.sk.ca

Outlook Office
Box 1237
Outlook, SK S0L 2N0
PH: (306) 867-8857
FX: (306) 867-8722
Email: outlook.office@pwrc.sk.ca
www.pwrc.sk.ca

Rosetown Office
Box 610
Rosetown, SK S0L 2V0
PH: (306) 882-4236
FX: (306) 882-2262
Email: rosetown.office@pwrc.sk.ca
www.pwrc.sk.ca

Warman Office
Box 1001
Warman, SK S0K 4S0
PH: (306) 242-5377
FX: (306) 242-8662
Email: warman.office@pwrc.sk.ca
www.pwrc.sk.ca

IV. Tables & Charts

IV.(a)i. Table 1: Enrollment by Program Category-All Offices

		Actuals									
		2001-2002					2002-2003				
	Programs	Programs	Student Enroll FT	Student Enroll PT	Part hrs	FLEs	Programs	Student Enroll FT	Student Enroll PT	Part Hrs	FLEs
Skills Training	**Skills Training Credit**										
	Institute Credit										
	SIAST	159	78	912	87213	161.5	170	48	1438	164396	304.4
	Other:	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade	---	---	---	---	---	---	---	---	---	---
	Subtotal Institute Credit	159	78	912	87213	161.5	170	48	1438	164396	304.4
	Industry Credit										
	Subtotal Industry Credit	154	---	1778	22334	93.1	156	---	1693	21797.5	90.8
	Skills Training Non-Credit										
	Industry Non-Credit	253	---	1397	11496	48	289	---	1964	16827	70.1
	Community/Individual Non-Credit	83	---	662	5770	24	37	---	411	2771.5	11.5
	Personal Interest Non-Credit	27	---	172	2968	12.4	17	---	113	876	3.7
	Subtotal Non-Credit	363	---	2231	20234	84.4	343	---	2488	20474.5	85.3
Total Skills Training		**676**	**78**	**4921**	**129781**	**339**	**669**	**48**	**5619**	**206668**	**480.5**
Basic Education	**Basic Education Credit**										
	Adult Education	6	93	---	74220	176.7	6	85	---	65520	156
	Academic GED	10	---	77	676	1.6	12	---	52	416	1.0
	Subtotal BE Credit	16	93	77	74896	178.3	18	85	52	65936	157
	Basic Education Non-Credit										
	Literacy	---	---	---	---	---	---	---	---	---	---
	English Language Training	1	---	6	654	1.6	4	---	14	1164	2.8
	Employability/Life Skills	---	---	---	---	---	1	---	10	4000	9.5
	General Academic Studies	5	---	112	20160	48	5	---	85	13568	32.3
	Subtotal BE Non-Credit	6	---	118	20814	49.6	10	---	109	18732	44.6
Total Basic Education		**22**	**93**	**195**	**95710**	**227.9**	**28**	**85**	**161**	**84668**	**201.6**
University	**University Credit**										
	University of Regina	7	---	7	287	1.2	10	---	21	759	3.2
	University of Saskatchewan	12	---	32	1966	8.4	12	---	35	2394	10.2
	Other:	---	---	---	---	---	---	---	---	---	---
Total University		**19**	**---**	**39**	**2253**	**9.6**	**22**	**---**	**56**	**3153**	**13.4**
Total Programs		**717**	**171**	**5155**	**227744**	**576.5**	**719**	**133**	**5836**	**294489**	**695.5**
Learner Support/Counselling		---	---	5447	---	---	---	---	3796	---	---
Other											
Future Skills		20	27	---	18904	---	20	19	---	13760	---
SCN Special Events		21	---	173	1095	---	13	---	133	877.5	---
Technology Enhanced Learning		10	---	62	182	---	10	---	37	851	---

IV.(a)ii. Table 1: Enrollment by Program Category-Biggar Office

		Actuals									
		2001-2002					2002-2003				
	Programs	Programs	Student Enroll FT	Student Enroll PT	Part hrs	FLEs	Programs	Student Enroll FT	Student Enroll PT	Part Hrs	FLEs
Skills Training	**Skills Training Credit**										
	Institute Credit										
	SIAST	33	13	197	16036	29.7	32	12	137	18109	33.5
	Other:	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade	---	---	---	---	---	---	---	---	---	---
	Subtotal Institute Credit	33	13	197	16036	29.7	32	12	137	18109	33.5
	Industry Credit										
	Subtotal Industry Credit	18	---	152	3105	12.9	16	---	120	3173.50	13.2
	Skills Training Non-Credit										
	Industry Non-Credit	52	---	233	1662	6.9	67	---	519	3248.50	13.5
	Community/Individual Non-Credit	19	---	112	670	2.8	10	---	73	254.50	1.1
	Personal Interest Non-Credit	3	---	24	93	0.4	3	---	13	108	0.5
	Subtotal Non-Credit	74	---	369	2425	10.1	80	---	605	3611	15.1
Total Skills Training		**125**	**13**	**718**	**21566**	**52.7**	**128**	**12**	**862**	**24893.5**	**61.8**
Basic Education	**Basic Education Credit**										
	Adult Education	2	42	---	30240	72	2	39	---	28080	66.9
	Academic GED	2	---	9	72	0.2	2	---	8	64	0.2
	Subtotal BE Credit	4	42	9	30312	72.2	4	39	8	28144	67.1
	Basic Education Non-Credit										
	Literacy	---	---	---	---	---	---	---	---	---	---
	English Language Training	---	---	---	---	---	---	---	---	---	---
	Employability/Life Skills	---	---	---	---	---	1	---	10	4000	9.5
	General Academic Studies	1	---	38	6840	16.3	1	---	23	3726	8.9
	Subtotal BE Non-Credit	1	---	38	6840	16.3	2	---	33	7726	18.4
Total Basic Education		**5**	**42**	**47**	**37152**	**88.5**	**6**	**39**	**41**	**35870**	**85.5**
University	**University Credit**										
	University of Regina	---	---	---	---	---	---	---	---	---	---
	University of Saskatchewan	1	---	1	72	0.3	4	---	8	546	2.3
	Other:	---	---	---	---	---	---	---	---	---	---
Total University		**1**	**—**	**1**	**72**	**0.3**	**4**	**—**	**8**	**546**	**2.3**
Total Programs		**131**	**55**	**766**	**58790**	**141.5**	**138**	**51**	**911**	**61309.5**	**149.6**
Other											
Future Skills		6	9	---	6584	---	3	3	---	2040	---
SCN Special Events		4	---	30	177	---	2	---	10	75	---

IV.(a)iii. Table 1: Enrollment by Program Category-Kindersley Office

		Actuals									
		2001-2002					2002-2003				
	Programs	Programs	Student Enroll FT	Student Enroll PT	Part hrs	FLEs	Programs	Student Enroll FT	Student Enroll PT	Part Hrs	FLEs
Skills Training	**Skills Training Credit**										
	Institute Credit										
	SIAST	40	18	173	18406	34.1	36	18	180	46783	86.6
	Other:	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade										
	Subtotal Institute Credit	40	18	173	18406	34.1	36	18	180	46783	86.6
	Industry Credit										
	Subtotal Industry Credit	95	---	1182	11560	48.2	102	---	1152	11084	46.2
	Skills Training Non-Credit										
	Industry Non-Credit	70	---	575	5111	21.3	64	---	615	4637	19.3
	Community/Individual Non-Credit	29	---	239	1817	7.6	4	---	113	786	3.3
	Personal Interest Non-Credit	10	---	59	2154	9.0	9	---	78	522	2.2
	Subtotal Non-Credit	109	---	873	9082	37.9	77	---	806	5945	24.8
Total Skills Training		**244**	**18**	**2228**	**39048**	**120.2**	**215**	**18**	**2138**	**63812**	**157.6**
Basic Education	**Basic Education Credit**										
	Adult Education	2	25	---	19200	45.7	2	22	---	15840	37.7
	Academic GED	2	---	18	144	0.3	3	---	8	64	0.2
	Subtotal BE Credit	4	25	18	19344	46	5	22	8	15904	37.9
	Basic Education Non-Credit										
	Literacy	---	---	---	---	---	---	---	---	---	---
	English Language Training	---	---	---	---	---	---	---	---	---	---
	Employability/Life Skills	---	---	---	---	---	---	---	---	---	---
	General Academic Studies	1	---	12	2160	5.1	1	---	19	3078	7.3
	Subtotal BE Non-Credit	1	---	12	2160	5.1	1	---	19	3078	7.3
Total Basic Education		**5**	**25**	**30**	**21504**	**51.1**	**6**	**22**	**27**	**18982**	**45.2**
University	**University Credit**										
	University of Regina	4	---	4	156	0.7	7	---	17	612	2.6
	University of Saskatchewan	8	---	28	1824	7.8	3	---	17	1275	5.4
	Other:	---	---	---	---	---	---	---	---	---	---
Total University		**12**	**---**	**32**	**1980**	**8.5**	**10**	**---**	**34**	**1887**	**8.0**
Total Programs		**261**	**43**	**2290**	**62532**	**179.8**	**231**	**40**	**2199**	**84681**	**210.8**
Other											
Future Skills		---	---	---	---	---	2	2	---	880	---
SCN Special Events		8	---	48	261	---	5	---	43	335.50	---

IV.(a)iv. Table 1: Enrollment by Program Category-Outlook Office

		Actuals									
		2001-2002					2002-2003				
	Programs	Programs	Student Enroll FT	Student Enroll PT	Part hrs	FLEs	Programs	Student Enroll FT	Student Enroll PT	Part Hrs	FLEs
Skills Training	**Skills Training Credit**										
	Institute Credit										
	SIAST	17	3	137	5203	9.6	19	4	63	10108	18.7
	Other:	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade	---	---	---	---	---	---	---	---	---	---
	Subtotal Institute Credit	17	3	137	5203	9.6	19	4	63	10108	18.7
	Industry Credit										
	Subtotal Industry Credit	12	---	139	2899	12.0	6	---	85	1132	4.7
	Skills Training Non-Credit										
	Industry Non-Credit	33	---	111	1114	4.6	50	---	250	2139	8.9
	Community/Individual Non-Credit	5	---	55	1610	6.7	6	---	62	448	1.9
	Personal Interest Non-Credit	1	---	14	168	0.7	---	---	---	---	---
	Subtotal Non-Credit	39	---	180	2892	12	56	---	312	2587	10.8
Total Skills Training		**68**	**3**	**456**	**10994**	**33.6**	**81**	**4**	**460**	**13827**	**34.2**
	Basic Education Credit										
	Adult Education	---	---	---	---	---	---	---	---	---	---
	Academic GED	2	---	11	88	0.2	2	---	3	24	0.1
	Subtotal BE Credit	2	---	11	88	0.2	2	---	3	24	0.1
	Basic Education Non-Credit										
	Literacy	---	---	---	---	---	---	---	---	---	---
	English Language Training	---	---	---	---	---	2	---	3	108	0.3
	Employability/Life Skills	---	---	---	---	---	---	---	---	---	---
	General Academic Studies	1	---	8	1440	3.4	1	---	17	2754	6.6
	Subtotal BE Non-Credit	1	---	8	1440	3.4	3	---	20	2862	6.9
Total Basic Education		**3**	**—**	**19**	**1528**	**3.6**	**5**	**—**	**23**	**2886**	**7**
University	**University Credit**										
	University of Regina	1	---	1	39	0.2	---	---	---	---	---
	University of Saskatchewan	---	---	---	---	---	3	---	4	339	1.4
	Other:	---	---	---	---	---	---	---	---	---	---
Total University		**1**	**—**	**1**	**39**	**0.2**	**3**	**—**	**4**	**339**	**1.4**
Total Programs		**72**	**3**	**476**	**12561**	**37.4**	**89**	**4**	**487**	**3393**	**42.6**
Other											
Future Skills		9	12	---	8200	---	6	8	---	6160	---
SCN Special Events		1	---	1	6	---	---	---	---	---	---

IV.(a)v. Table 1: Enrollment by Program Category-Rosetown Office

		Actuals									
		2001-2002					2002-2003				
	Programs	Programs	Student Enroll FT	Student Enroll PT	Part hrs	FLEs	Programs	Student Enroll FT	Student Enroll PT	Part Hrs	FLEs
Skills Training	**Skills Training Credit**										
	Institute Credit										
	SIAST	15	36	32	22650	42	16	14	69	27433	50.8
	Other:	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade	---	---		---	---	---	---		---	---
	Subtotal Institute Credit	15	36	32	22650	42	16	14	69	27433	50.8
	Industry Credit										
	Subtotal Industry Credit	26	---	274	4030	16.8	25	---	268	3346	13.9
	Skills Training Non-Credit										
	Industry Non-Credit	50	---	308	2392	10	73	---	471	5688.50	23.7
	Community/Individual Non-Credit	23	---	217	1386	5.8	14	---	138	786	3.3
	Personal Interest Non-Credit	7	---	44	334	1.4	3	---	10	102	0.4
	Subtotal Non-Credit	80	---	569	4112	17.2	90	---	619	6576.5	27.4
Total Skills Training		**121**	**36**	**875**	**30792**	**76**	**131**	**14**	**956**	**37355.5**	**92.1**
	Basic Education Credit										
	Adult Education	---	---	---	---	---	---	---	---	---	---
	Academic GED	1	---	2	16	---	1	---	5	40	0.1
	Subtotal BE Credit	1	---	2	16	---	1	---	5	40	0.1
	Basic Education Non-Credit										
	Literacy	---	---	---	---	---	---	---	---	---	---
	English Language Training	1	---	6	654	1.6	2	---	11	1056	2.5
	Employability/Life Skills	---	---	---	---	---	---	---	---	---	---
	General Academic Studies	1	---	18	3240	7.7	1	---	15	2250	5.4
	Subtotal BE Non-Credit	2	---	24	3894	9.3	3	---	26	3306	7.9
Total Basic Education		**3**	**—**	**26**	**3910**	**9.3**	**4**	**—**	**31**	**3346**	**8**
University	**University Credit**										
	University of Regina	---	---	---	---	---	3	---	4	147	0.6
	University of Saskatchewan	---	---	---	---	---	---	---	---	---	---
	Other:	---	---	---	---	---	---	---	---	---	---
Total University		---	---	---	---	---	**3**	**—**	**4**	**147**	**0.6**
Total Programs		**124**	**36**	**901**	**34702**	**85.3**	**138**	**14**	**991**	**40848.5**	**100.7**
Other											
Future Skills		---	---	---	---	---	5	5	---	4360	---
SCN Special Events		7	---	69	451	---	6	---	80	467	---

IV.(a)vi. Table 1: Enrollment by Program Category-Warman Office

		Actuals									
		2001-2002					2002-2003				
	Programs	Programs	Student Enroll FT	Student Enroll PT	Part hrs	FLEs	Programs	Student Enroll FT	Student Enroll PT	Part Hrs	FLEs
Skills Training	**Skills Training Credit**										
	Institute Credit										
	SIAST	54	8	373	24918	46.1	67	---	989	61963	114.7
	Other:	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade	---	---	---	---	---	---	---	---	---	---
	Subtotal Institute Credit	54	8	373	24918	46.1	67	---	989	61963	114.7
	Industry Credit										
	Subtotal Industry Credit	3	---	31	740	3.1	7	---	68	3062	12.8
	Skills Training Non-Credit										
	Industry Non-Credit	48	---	170	1217	5.1	35	---	109	1114	4.6
	Community/Individual Non-Credit	7	---	39	287	1.2	3	---	25	497	2.1
	Personal Interest Non-Credit	6	---	31	219	0.9	2	---	12	144	0.3
	Subtotal Non-Credit	61	---	240	1723	7.2	40	---	146	1755	7
Total Skills Training		**118**	**8**	**644**	**27381**	**56.4**	**114**	**—**	**1203**	**66780**	**134.5**
	Basic Education Credit										
	Adult Education	2	26	---	24780	59	2	24	---	21600	51.4
	Academic GED	3	---	37	356	0.8	4	---	28	224	0.5
	Subtotal BE Credit	5	26	37	25136	59.8	6	24	28	21824	51.9
	Basic Education Non-Credit										
	Literacy	---	---	---	---	---	---	---	---	---	---
	English Language Training	---	---	---	---	---	---	---	---	---	---
	Employability/Life Skills	---	---	---	---	---	---	---	---	---	---
	General Academic Studies	1	---	36	6480	15.4	1	---	11	1760	4.2
	Subtotal BE Non-Credit	1	---	36	6480	15.4	1	---	11	1760	4.2
Total Basic Education		**6**	**26**	**73**	**31616**	**75.2**	**7**	**24**	**39**	**23584**	**56.1**
University	**University Credit**										
	University of Regina	3	---	3	92	0.4	---	---	---	---	---
	University of Saskatchewan	2	---	2	70	0.3	2	---	6	234	1.0
	Other:	---	---	---	---	---	---	---	---	---	---
Total University		**5**	**—**	**5**	**162**	**0.7**	**2**	**—**	**6**	**234**	**1**
Total Programs		**129**	**34**	**755**	**59159**	**132.3**	**123**	**24**	**1248**	**90598**	**191.6**
Other											
Future Skills		4	6	---	3040	---	1	320	---	320	---
SCN Special Events		1	---	25	200	---	---	---	---	---	---

IV.(b) Table 2: Equity Participation-All Offices

		Actuals															
		2001-2002								2002-2003							
	Programs	Aboriginal		Visible Minority		Disability		Total Enrollment		Aboriginal		Visible Minority		Disability		Total Enrollment	
Skills Training		FT Std	PT Std	FT Std	PT Std	FT Std	PT Std	FT Std	PT Std	FT Std	PT Std	FT Std	PT Std	FT Std	PT Std	FT Std	PT Std
	Skills Training Credit																
	Institute Credit																
	SIAST	3	8	---	2	---	7	78	912	3	10	1	3	2	9	48	1438
	Other:	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade	---		---		---		---		---		---		---		---	
Total Skills Training Credit		**3**	**8**	**—**	**2**	**—**	**7**	**78**	**912**	**3**	**10**	**1**	**3**	**2**	**9**	**48**	**1438**
Basic Education	**Basic Education Credit**																
	Adult Education	31	---	1	---	1	---	93	---	32	---	1	---	2	---	85	---
	Academic GED*	---	---	---	---	---	---	---	77	---	---	---	---	---	---	---	52
	Subtotal BE Credit	31	---	1	---	1	---	93	77	32	---	1	---	2	---	85	52
	Basic Education Non-Credit																
	Literacy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	English Language Training	---	---	---	2	---	---	---	6	---	---	---	3	---	---	---	14
	Employability/Life Skills	---	---	---	---	---	---	---	---	---	---	---	---	---	2	---	10
	General Academic Studies	---	6	---	1	---	---	---	112	---	5	---	---	---	---	---	85
	Subtotal BE Non-Credit	---	6	---	3	---	---	---	118	---	5	---	3	---	2	---	109
Total Basic Education		**31**	**6**	**1**	**3**	**1**	**—**	**93**	**195**	**32**	**5**	**1**	**3**	**2**	**2**	**85**	**161**
University	**University Credit**																
	University of Regina	---	---	---	---	---	---	---	7	---	---	---	---	---	---	---	21
	University of Saskatchewan	---	---	---	---	---	---	---	32	---	---	---	---	---	---	---	35
	Other:	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total University		---	---	---	---	---	---	---	**39**	---	---	---	---	---	---	---	**56**
Total Programs		**34**	**14**	**1**	**5**	**1**	**7**	**171**	**1146**	**35**	**15**	**2**	**6**	**4**	**11**	**133**	**1655**

*PWRC does not collect student status information in this program area.

IV.(c) Table 3: Student Success-All Offices

		Actuals															
		2001-2002								2002-2003							
	Programs	Total Student Enrollment		Completed Total		Employed Total		Further Training Total		Total Student Enrollment		Completed Total		Employed Total		Further Training Total	
Skills Training		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	Skills Training Credit																
	Institute Credit																
	SIAST	78	912	63	912	53	406	1	410	48	1438	44	1438	36	642	7	650
	Other:	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Apprenticeship & Trade	---		---		---		---		---		---		---		---	
	Subtotal Institute Credit	78	912	63	912	53	406	1	410	48	1438	44	1438	36	642	7	650
	Industry Credit																
	Subtotal Credit	---	1778	---	1778	---	1422	---	356	---	1693	---	1693	---	1354	---	339
Total Skills Training		**78**	**2690**	**63**	**2690**	**53**	**1828**	**1**	**766**	**48**	**3131**	**44**	**3131**	**36**	**1996**	**7**	**989**
Basic Education	**Basic Education Credit**																
	Adult Education	93	---	74	---	14	---	57	---	85	---	58	---	11	---	39	---
	Academic GED*	---	77	---	---	---	---	---	---	---	52	---	---	---	---	---	---
Total Basic Education		**93**	**77**	**74**	**—**	**14**	**—**	**57**	**—**	**85**	**52**	**58**	**—**	**11**	**—**	**39**	**—**
University	**University Credit**																
	University of Regina	---	7	---	7	---	3	---	4	---	21	---	21	---	8	---	13
	University of Saskatchewan	---	32	---	32	---	13	---	19	---	35	---	35	---	14	---	21
	Other:	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total University		**—**	**39**	**—**	**39**	**—**	**16**	**—**	**23**	**—**	**56**	**—**	**56**	**—**	**23**	**—**	**34**
Total Programs		**171**	**2806**	**137**	**2729**	**67**	**1844**	**58**	**789**	**133**	**3239**	**102**	**3187**	**47**	**2019**	**46**	**1023**

*PWRC does not receive student results on GED exams.

IV.(d) Strategic Plan & Performance Measures Chart

GOAL What the college will focus on.	**1. Ensure learners participate in quality programs and services by:**		
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	1.1 Engaging in a needs identification process to ensure that programs and services are relevant to identified needs. 1.2 Offering programs and services that are learner-centred and respond to the multi-dimensional needs of learners	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1.The Regional Needs Assessment document will be developed by primary and secondary research, and consultations with stakeholders in the region 2.Maintain staff in each of five offices to work closely with community groups and understand the needs of those communities 3.Resident counselling services available at all office locations 4.Assessments, counselling, and development of career plans for all full-time students	
PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2002-03 Targets**	**2002-03 Results**
	1. Satisfaction surveys of all students enrolled in all programs * 2001/02 Baseline: Satisfaction surveys of all students: 98% responded favourably	100 %	98 %
	2. Maintain the number of graduates from credit programs *2001/02 Baseline: Number of graduates from credit programs 975 registrations	1160	1482

Comments: All students complete a Satisfaction Survey (see charts pp 48-49).

GOAL What the college will focus on.	**2. Offer programs and services that are accessible for learners by:**	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	2.1 Ensuring programs and services are financially accessible 2.2 Ensuring that programs and services are geographically accessible 2.3 Offering programs and services in a variety of delivery formats 2.4 Offering programs and services that are flexible in terms of scheduling and time 2.5 Ensuring that the college's facilities, programs and services are accessible for named equity groups	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1.Ensure information and assistance is available to students for income support 2.A range of courses and programs are available through each of 5 office locations, including full-time, part-time, and TEL opportunities 3.Implement the PWRC TEL plan and develop TEL capability in the region, supporting the provincial Network of TEL Services 4.Work closely, as partners, with aboriginal institutions and groups to ensure their participation and success in college programs 5.Assess needs of learners with special needs and provide special equipment and learning programs as required and as funding allows 6.Upgrade facilities to be handicapped accessible

PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2002-03 Targets**	**2002-03 Results**
	3. Achieve Full Load Equivalents (FLE) in all programs as per program plan by SIS program categories 2001/02 Baseline: 01-02 Program Plan: 227,744 Participant Hours (577 FLEs) (does not include services)	248,219 participant hours (620 FLEs)	294,489 participant hours (696 FLEs)
	4. Equity group participation and success rates in credit programs to reflect the demographics (3%) of the college's service area, at minimum 2001/02 Baseline: Participation (4.7%) and success rates (96%) of named equity groups: (aboriginal, visible minorities, disabled)	Participation 4% Success rate 95%	Participation 4.1% Success rate 97.5%

Comments: Student full-load equivalent (FLE) is calculation delineated on page 33)

GOAL What the college will focus on.	**3. Be a catalyst for social and economic development in west central Saskatchewan by:**		
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	3.1 Supporting rural revitalization	**KEY ACTIONS** Initiatives that were intended to achieve college targets	
		1.Facilitate bringing community stakeholders together for community development activities 2.Offering education and training to support communities' social, economic, arts and culture needs 3.Attending and participating in local and regional groups such as REDAs, Chambers, Interagency Groups, and Community Development groups	
PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2002-03 Targets**	**2002-03 Results**
	5. Employment rate of graduates from credit programs (from annual follow-up surveys) 2001/02 Baseline: 01-02 graduate employment rates (employed or in further training): 93%	90%	88%
	6. Increase employer and industry participation, and therefore, contractual revenue 2001/02 Baseline: Contractual revenue $278,790	$298,568	$344,891

Comments: Employment rates of graduates are determined six months after course completion. The results include those students employed and those engaged in further training.

GOAL What the college will focus on.	**4. Maintain a high quality, sustainable institution by:**	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	4.1 Ensuring potential students, the general public, and decision makers are aware of the college's programs and services 4.2 Ensuring college staff are committed, competent and well trained 4.3 Obtaining stable, long-term, adequate funding for the college to achieve its vision and goals	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1.Meet departmental planning and reporting requirements such as producing a Business Plan, an Annual Report, and fulfilling accountability requirements Implementation of the provincial Student Information System 2.Participate on provincial committees and initiatives 3.Implement a fund raising strategy to support the Merit Scholarship program for PWRC students 4.Pursue alternate sources of revenue from outside sources, such as the Regional Services Branch, and special initiatives funding from government and other sources 5.Intensive planning activity in anticipation of reducing overall capacity driven by the need to balance the college's budget

PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2002-03 Targets**	**2002-03 Results**
	7. Participation rates as per Programs & Services Plan: 2001-02 Programs 5,326 Services 5,447 Other 262	Programs 4,977 Services 5,610 Other 200	Programs 5,969 Services 3,796 Other 189

Comments: The number of those accessing services appears to be short of projections, but tracking systems for this activity are in the process of being refined. The college suspects there was more activity than was documented.

IV.(e) Full-Time and Part-Time Technical Programming Satisfaction Survey

Evaluations were conducted at the end of every program to provide feedback to the program coordinator on various components of the class administration, including instruction. The information allows the program coordinator to make positive adjustments to future programs, if required. The following chart reflects the percentages of clients, in full-time and part-time technical programs, that agreed, somewhat agreed, or disagreed to the evaluation questions.

EVALUATION QUESTION	% AGREE		% SOMEWHAT AGREE		% DISAGREE	
Program Area	Full-Time Technical	Part-Time Technical	Full-Time Technical	Part-Time Technical	Full-Time Technical	Part-Time Technical
This course met my expectations	98	70	2	20	0	10
The handout material/manual was easy to understand	78	72	20	22	2	8
The handout material will be a useful reference	100	69	0	26	0	5
The audio/visual/technology materials were helpful	69	72	31	28	0	6
I would recommend this course to others	100	75	0	20	0	5
The facilities were suitable for this type of training	98	72	2	21	0	7
My registration was handled efficiently	96	98	0	2	0	0
Course Instruction (The Instructor)						
Was knowledgeable about the subject	100	96	0	4	0	0
Made learning objectives clear	98	79	2	21	0	0
Was able to explain material adequately	100	98	0	2	0	0
Emphasized practical application of the material	88	93	10	6	2	0
Was well organized	69	90	31	10	0	0
Used audio/visual/technology aids where appropriate	88	91	10	9	2	0
Offered individual attention if required	87	96	13	4	0	0
Encouraged student participation	98	99	2	1	0	0

IV.(f) Business, Industry, and Community Education (BIC) Programming Satisfaction Survey

Course evaluations were conducted at the end of every course to provide feedback to the program coordinator on various components of the class administration, including instruction. The information allows the program coordinator to make positive adjustments to future courses, if required. The following chart reflects the percentages of clients, in each BIC program area, that agreed, somewhat agreed, or disagreed to the evaluation questions.

EVALUATION QUESTION	% AGREE				% SOMEWHAT AGREE				% DISAGREE			
Program Area	IC	INC	CINC	PINC	IC	INC	CINC	PINC	IC	INC	CINC	PINC
This course met my expectations	80	88	80	94	15	10	15	6	5	2	5	0
The handout material/manual was easy to understand	88	81	96	95	10	18	4	5	2	1	0	0
The handout material will be a useful reference	92	74	96	92	8	13	4	5	0	0	0	0
The audio/visual/technology materials were helpful	85	68	91	100	15	32	7	0	0	0	2	0
I would recommend this course to others	90	87	90	98	10	12	10	2	0	1	0	0
The facilities were suitable for this type of training	90	90	90	100	10	9	10	0	0	1	0	0
My registration was handled efficiently	94	99	99	98	6	1	0	0	0	0	1	0
Course Instruction (The Instructor)												
Was knowledgeable about the subject	95	97	99	98	5	2	1	2	0	1	0	0
Made learning objectives clear	95	90	91	98	3	10	8	2	2	0	1	0
Was able to explain material adequately	97	96	94	100	3	4	6	0	0	0	0	0
Emphasized practical application of the material	93	93	94	96	7	6	6	4	0	1	0	0
Was well organized	88	90	92	98	12	10	8	2	0	0	0	0
Used audio/visual/technology aids where appropriate	93	91	96	100	7	9	3	0	0	0	1	0
Offered individual attention if required	90	95	92	98	6	4	7	2	4	1	1	0
Encouraged student participation	97	94	93	100	3	5	6	0	0	1	1	0

IC – Industry Credit
INC – Industry Non-Credit
CINC – Community/Individual Non-Credit
PINC – Personal Interest Non Credit